School-wide Positive Behavior Support: What Is It?

George Sugai

OSEP Center on PBIS

University of Connecticut

June 18, 2007

www.pbis.org

www.swis.org

George.sugai@uconn.edu

Sustaining Adult Behavior

- Start w/ effective & relevant practice

- Teach skill to fluency

- Provide overt prompts/assists

- Reinforce/acknowledge participation

- Celebrate outcomes

- Modify for efficiency/effectiveness

Behavior Technology Challenges
How do we…..

- Re-establish preventive & safe teaching & learning environments?

- Maximize achievement?

- Increase adoption of effective behavioral technologies?

- Ensure high fidelity of implementation?

- Increase efficient, sustained implementation?

- Increase accurate, efficient, & durable institutionalized use?

Main Message

STUDENT
ACHIEVEMENT

Good Teaching ↔ Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions
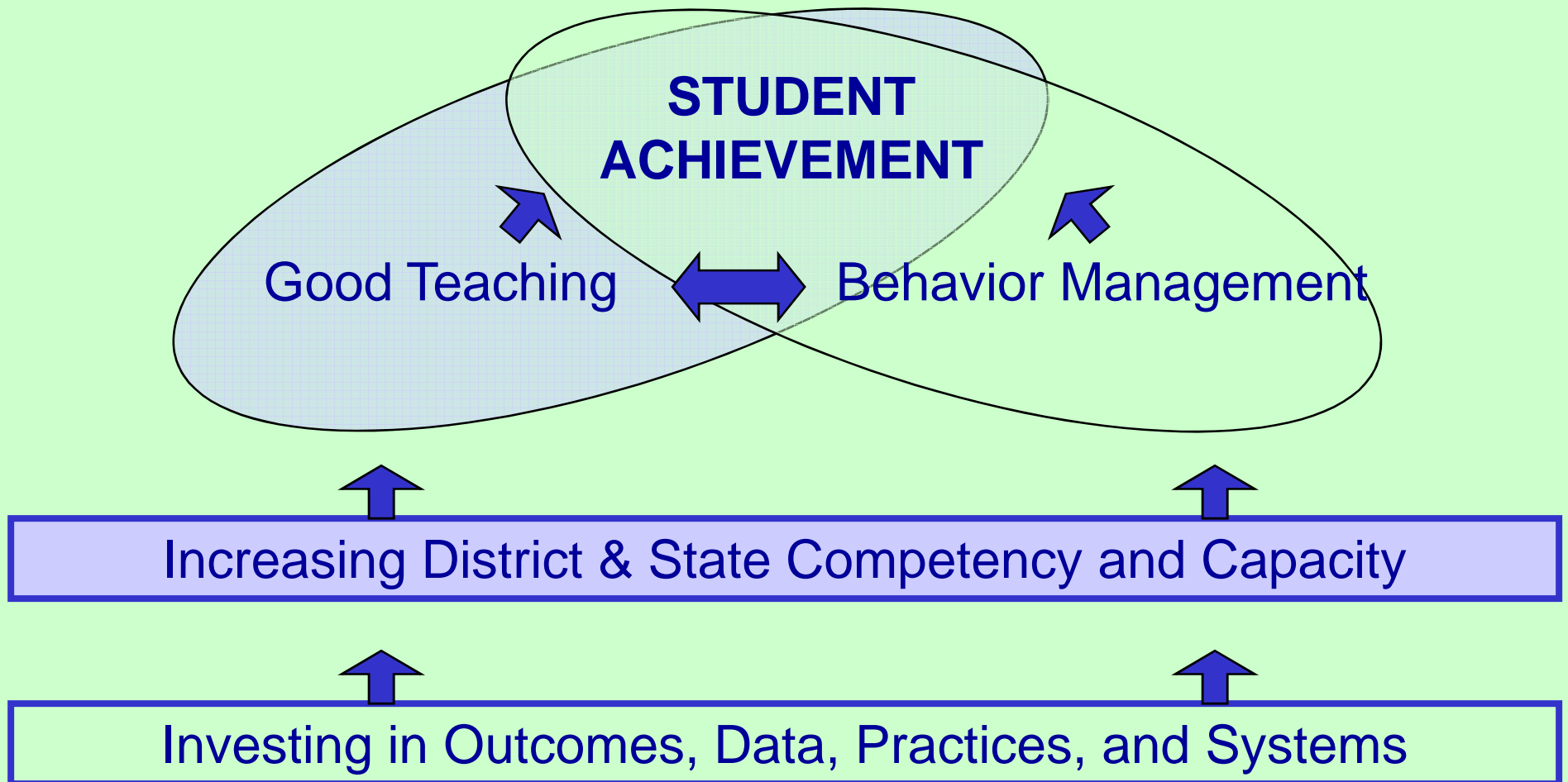
Organizing Outcomes

1. *What is School-wide Positive Behavior Support (SWPBS)?*

2. *What does SWPBS implementation look like?*

3. *What does SWPBS have to do w/ Responsiveness to Intervention (RtI)?*

4. *What have we seen in SWPBS implementation?*

5. *What's take to sustain & expand accurate implementation of SWPBS?*

Rose, L. C., & Gallup. A. M. (2005). 37th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. Kappan, September, 41-59.

TOP FOUR 2005

- Lack of financial support (since 2000)

- Overcrowded schools

- Lack of discipline & control

- Drug use

#1 SPOT

- >2000 lack of financial support

- 1991-2000 drug use

- <1991 lack of discipline

What do we already know?

2001 Surgeon General's Report on Youth Violence: Recommendations

- Break up antisocial networks by changing social culture

- Improve effectiveness of parent participation

- Increase academic success

- Create positive school-wide climates

- Teach & encourage individual skills & competence

School-based Prevention & Youth Development Programming

Coordinated Social Emotional & Academic Learning
Greenberg et al. (2003) <u>American Psychologist</u>

- Teach children social skills directly in context
- "Foster respectful, supportive relations among students, school staff, & parents"
- Support & reinforce positive academic & social behavior through comprehensive systems
- Invest in multiyear, multi-component programs
- Combine classroom & school- & community-wide efforts
- Precorrect & continue prevention efforts

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Lessons Learned: White House Conference on School Safety

- Students, staff, & community must have means of communicating that is immediate, safe, & reliable

- Positive, respectful, predictable, & trusting student-teacher-family relationships are important for all students

- High rates of academic & social success are important for all students

- Positive, respectful, predictable, & trusting school environment/climate is important for all students

- Metal detectors, surveillance cameras, & security guards are insufficient deterrents

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Lessons Learned: White House Conference on School Safety

Early Correlates/Indicators

- Significant change in academic &/or social behavior patterns

- Frequent, unresolved victimization

- Extremely low rates of academic &/or social success

- Negative/threatening written &/or verbal messages

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

http://rtckids.fmhi.usf.edu

Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision makers.* Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health.

http://cfs.fmhi.usf.edu

Duchnowski, A. J., Kutash, K., & Romney, S., (2006). Voices from the field: A blueprint for schools to increase involvement of families who have children with emotional disturbances. Tamp, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.
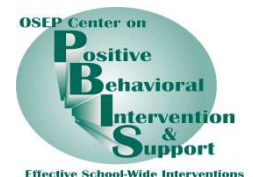
Message

"Pupil achievements & behavior can be influenced (for the better or worse) by overall characteristics of school….this means focus on features promoting good functioning at classroom, departmental or whole school level."

"Improving overall level may be expected to have benefits at the extremes so long as favorable school features do actually impinge on children with special needs."

Rutter & Maughan, 2002, pp. 470-471

What is SWPBS?
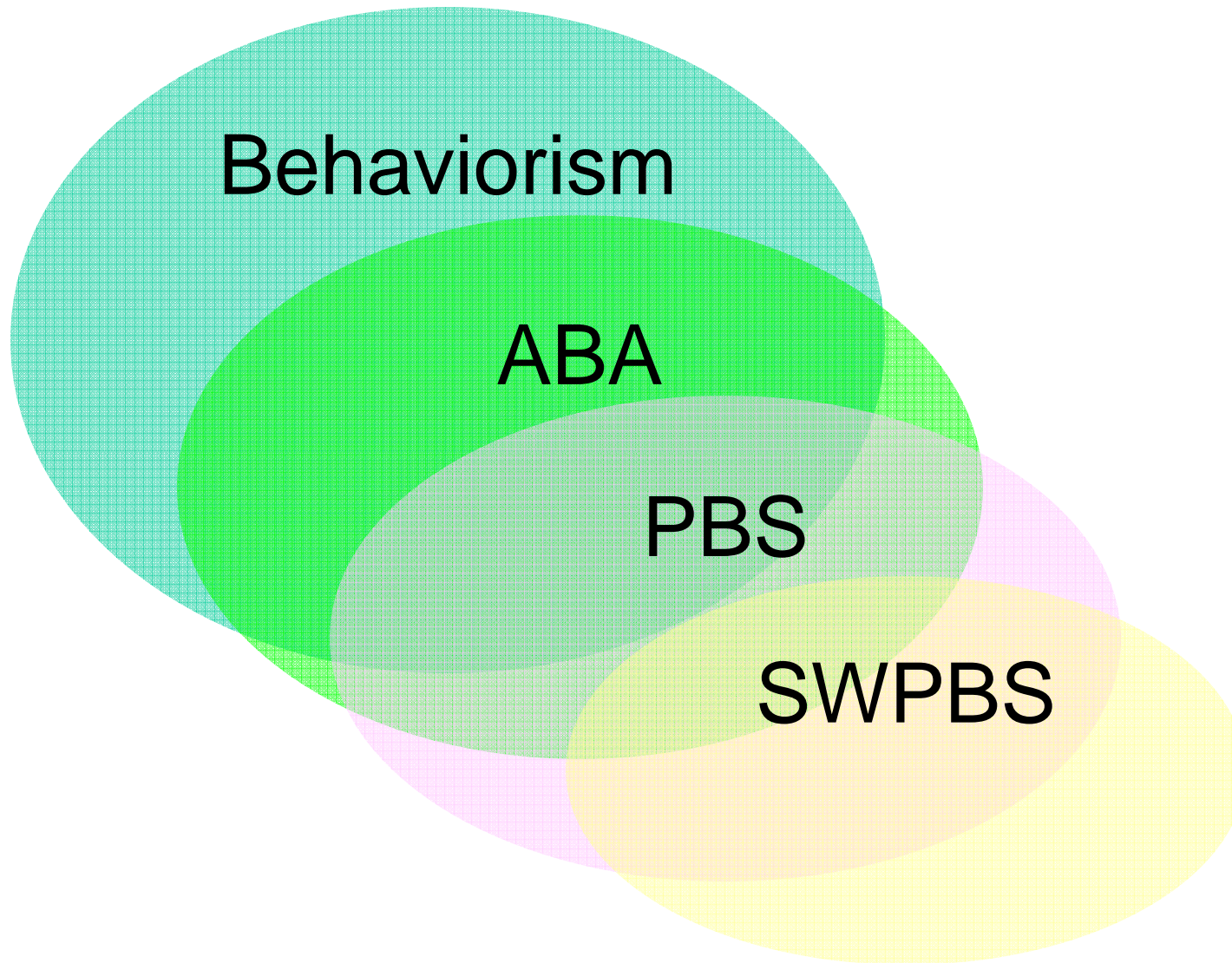# *Principles & Features*

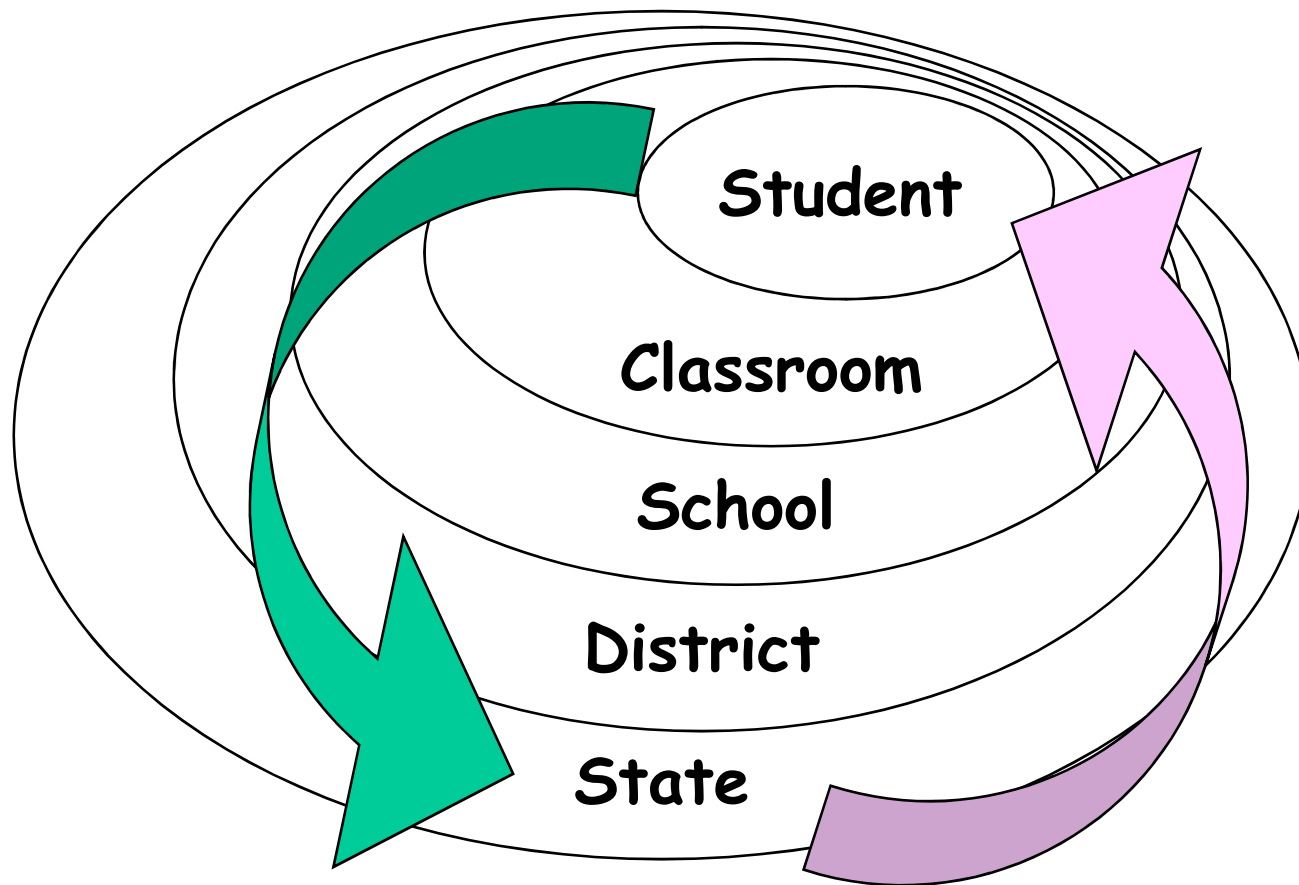# SW-PBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

(Zins & Ponti, 1990)

SWPBS Conceptual Foundations

Implementation Levels
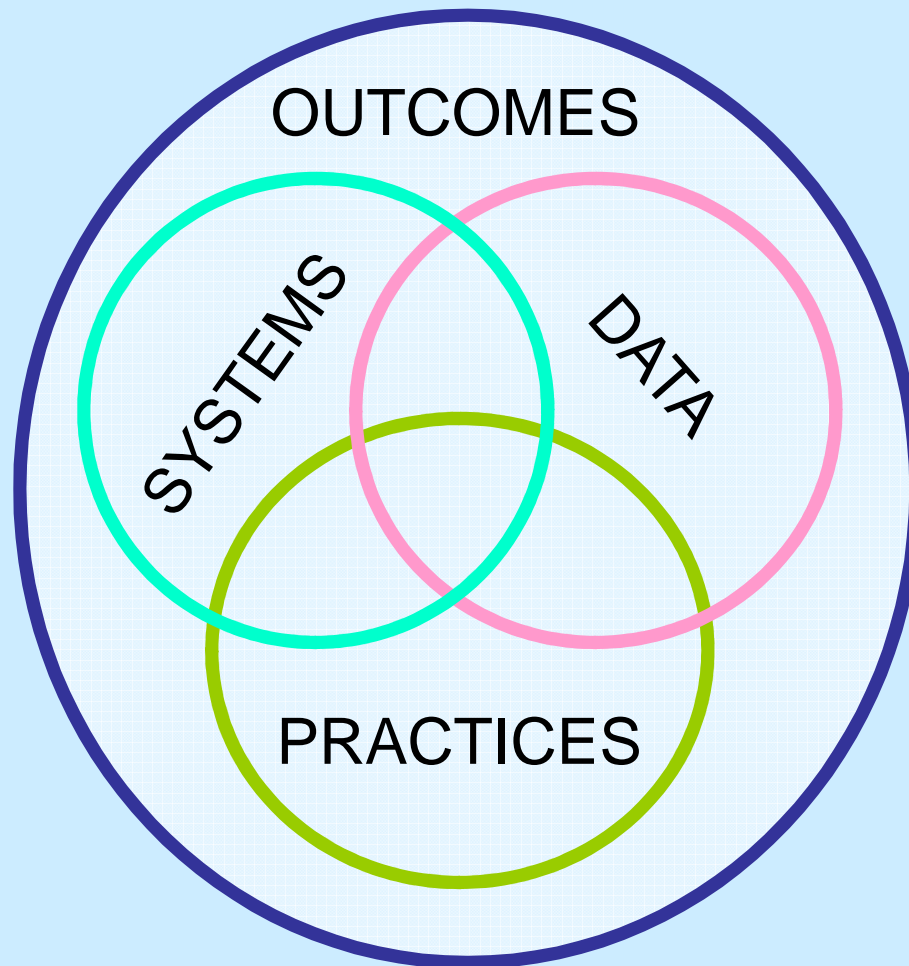
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

~5%

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

~15%

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~80% of Students

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Brief Primer on "Triangle"

Why?

- It's showing up beyond Center website

- "Basics" are being overlooked

- It's a guide, not a standard

OSEP Center on **P**ositive **B**ehavioral **I**ntervention **&** **S**upport
Effective School-Wide Interventions

"Triangle" ?'s you should ask!

- *Where did it come from?*

- *Why not a pyramid or octagon?*

- *Why not 12 tiers? 2 tiers?*

- *What's it got to do w/ sped?*

- *Where those % come from?*

Original logic: public health & disease prevention (Larson, 1994)

- ## Tertiary (FEW)
  - Reduce complications, intensity, severity of current cases

- ## Secondary (SOME)
  - Reduce current cases of problem behavior

- ## Primary (ALL)
  - Reduce new cases of problem behavior
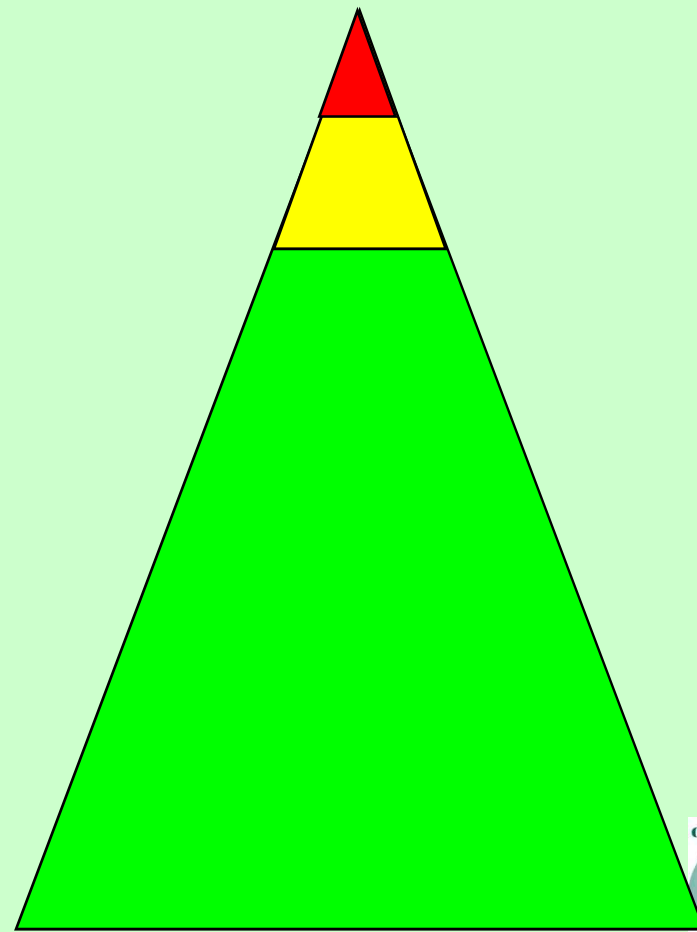
Prevention Logic for All
(Walker et al., 1996)

- **Decrease development of new** problem behaviors

- **Prevent worsening of existing** problem behaviors

- Redesign learning/teaching environments to **eliminate triggers & maintainers** of problem behaviors

- **Teach, monitor, & acknowledge** prosocial behavior

What does SWPBS implementation generally look like?

Are we doin' these things?

GENERAL IMPLEMENTATION PROCESS: "Getting Started"

Team → Agreements → Data-based Action Plan → Implementation → Evaluation → Data-based Action Plan

Team-led Process

Family

Non-Teaching

Representation

Specialized Support

Administrator

Community

Student

Teaching

Start with Team that "Works."
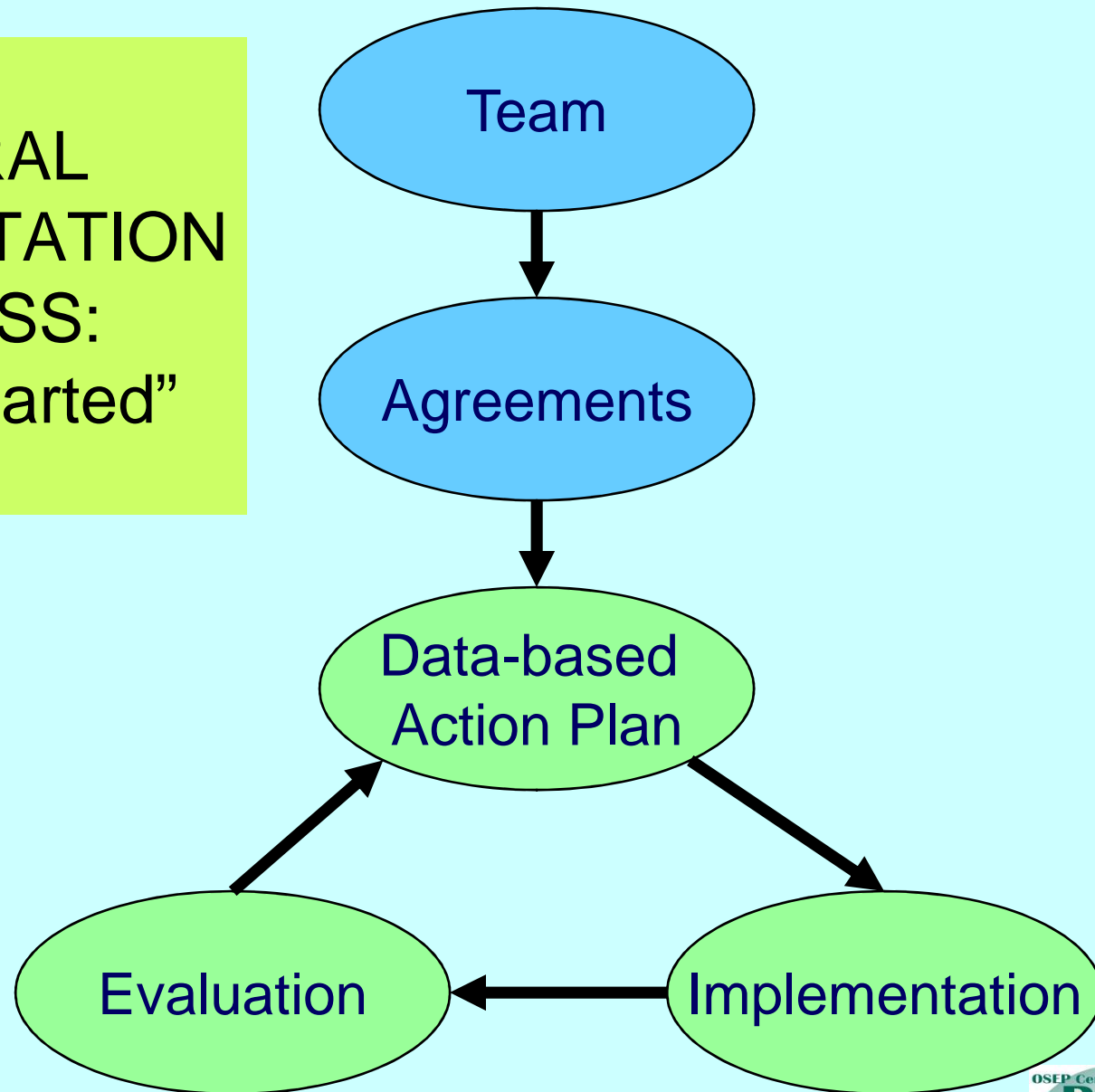
Effective School-Wide Interventions
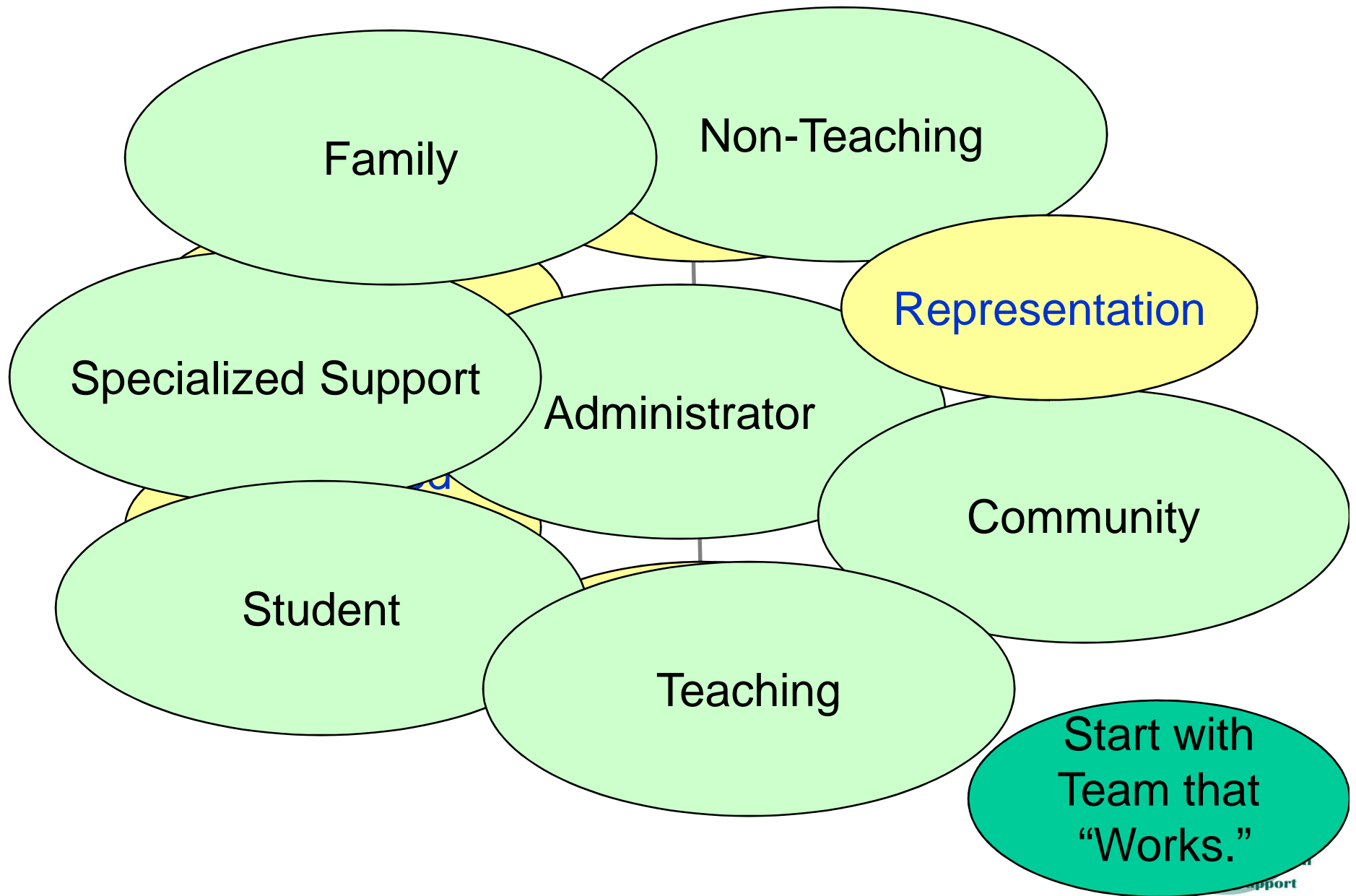
Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

OSEP Center on
Positive
Behavioral
**I**ntervention
&
Support
Effective School-Wide Interventions

Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve character	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3
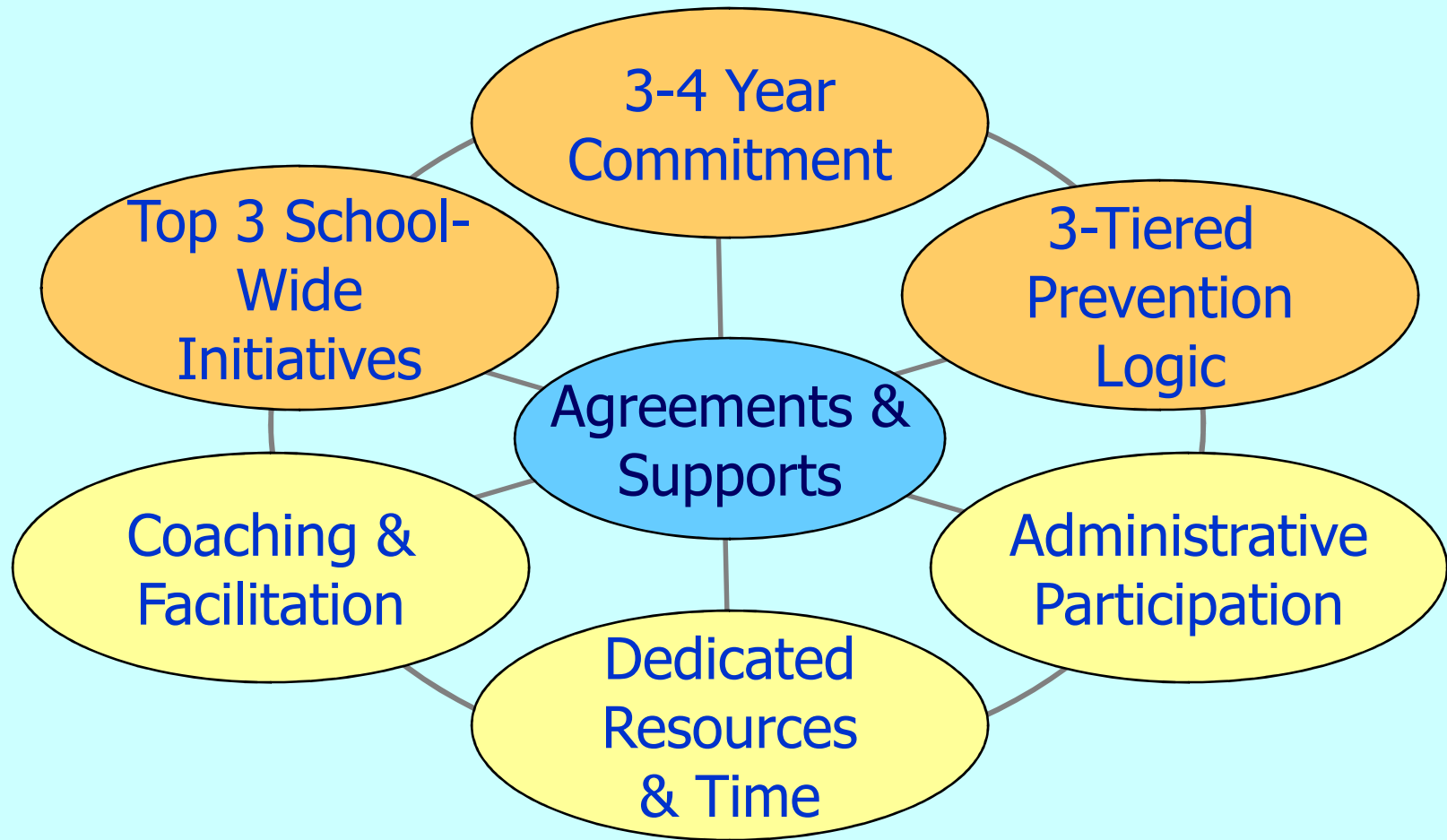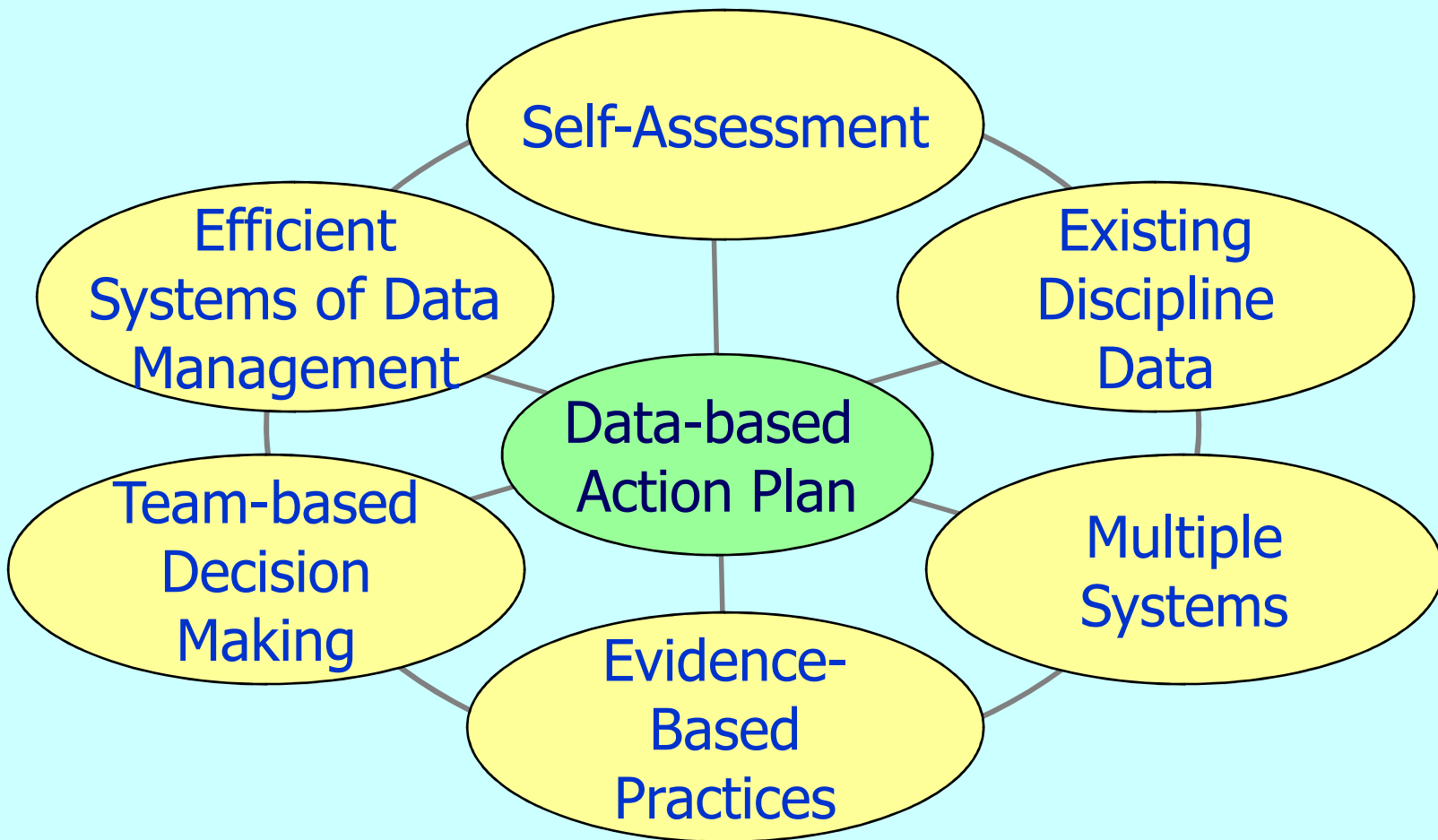
Office Referrals per Day per Month
Last Year and This Year
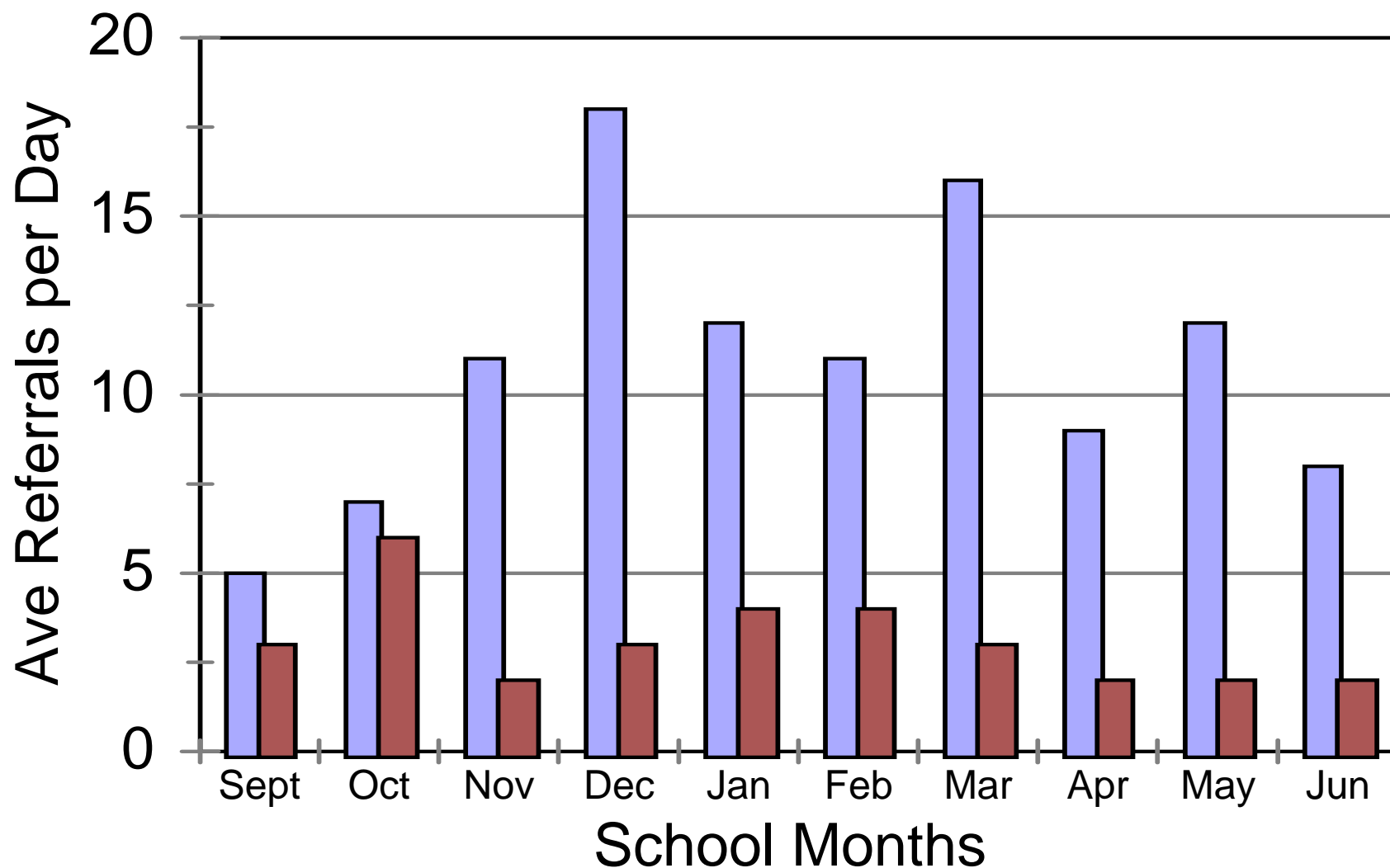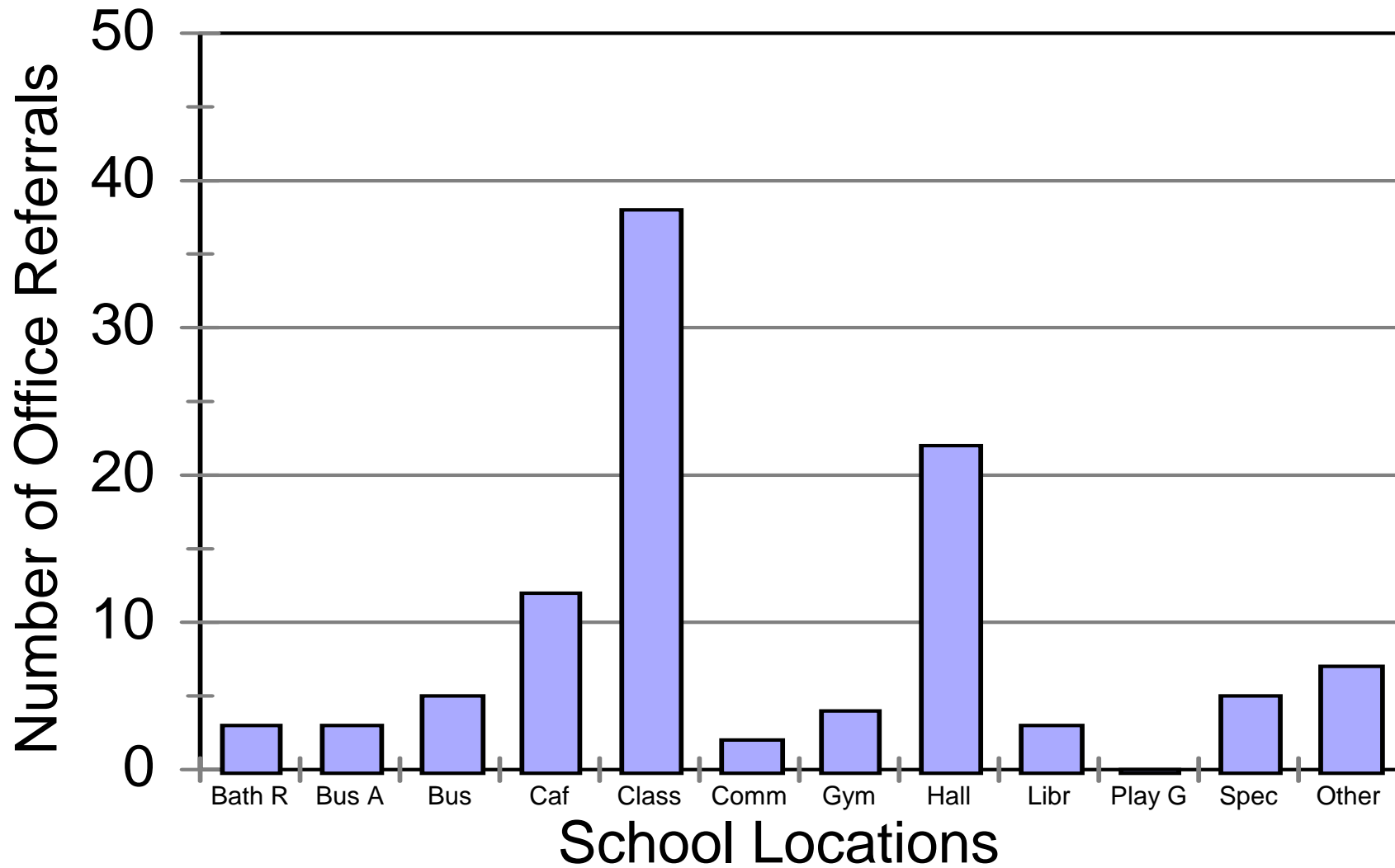
Referrals by Problem

Referrals per Prob Behavior
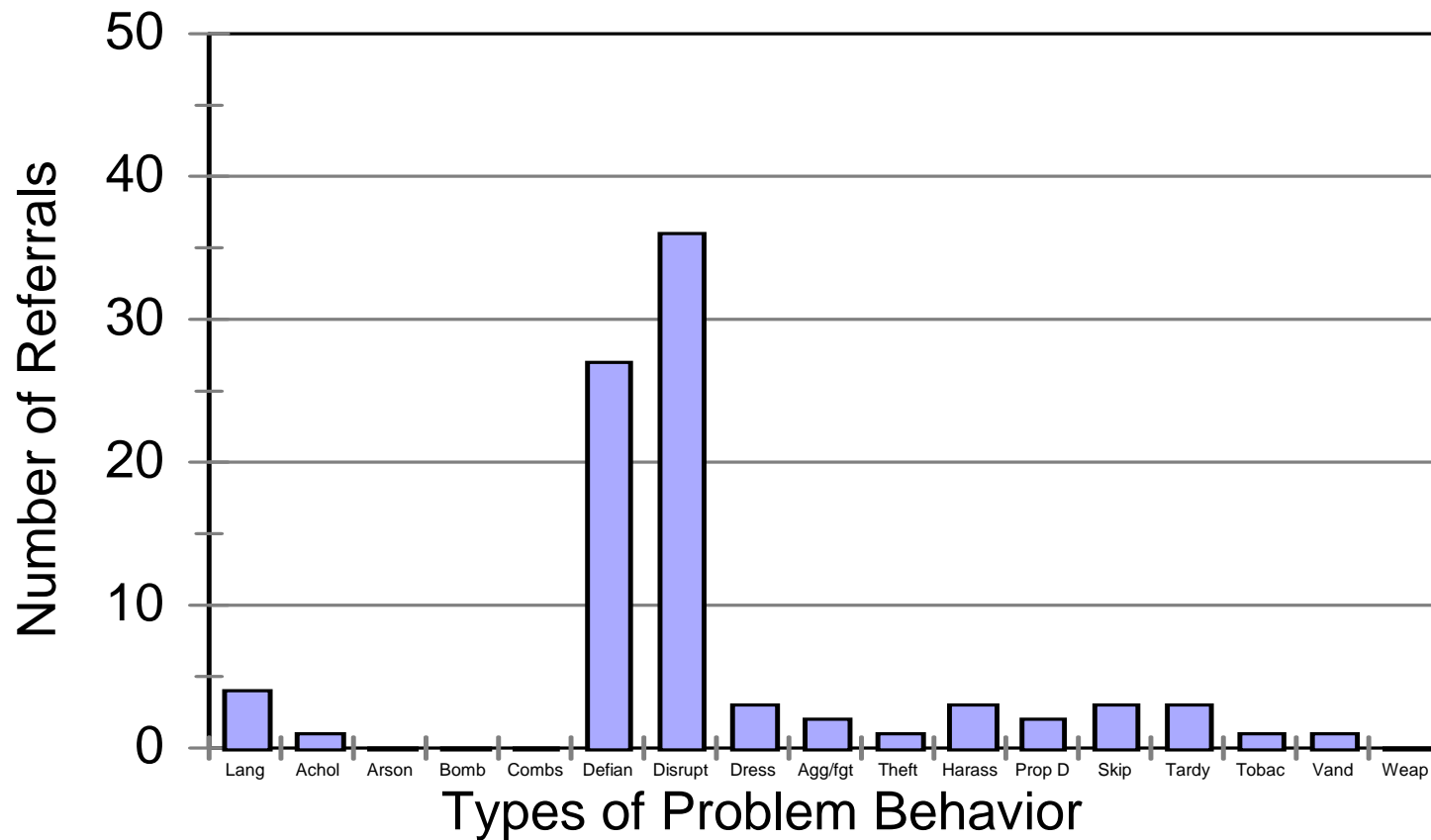
Referrals per Location
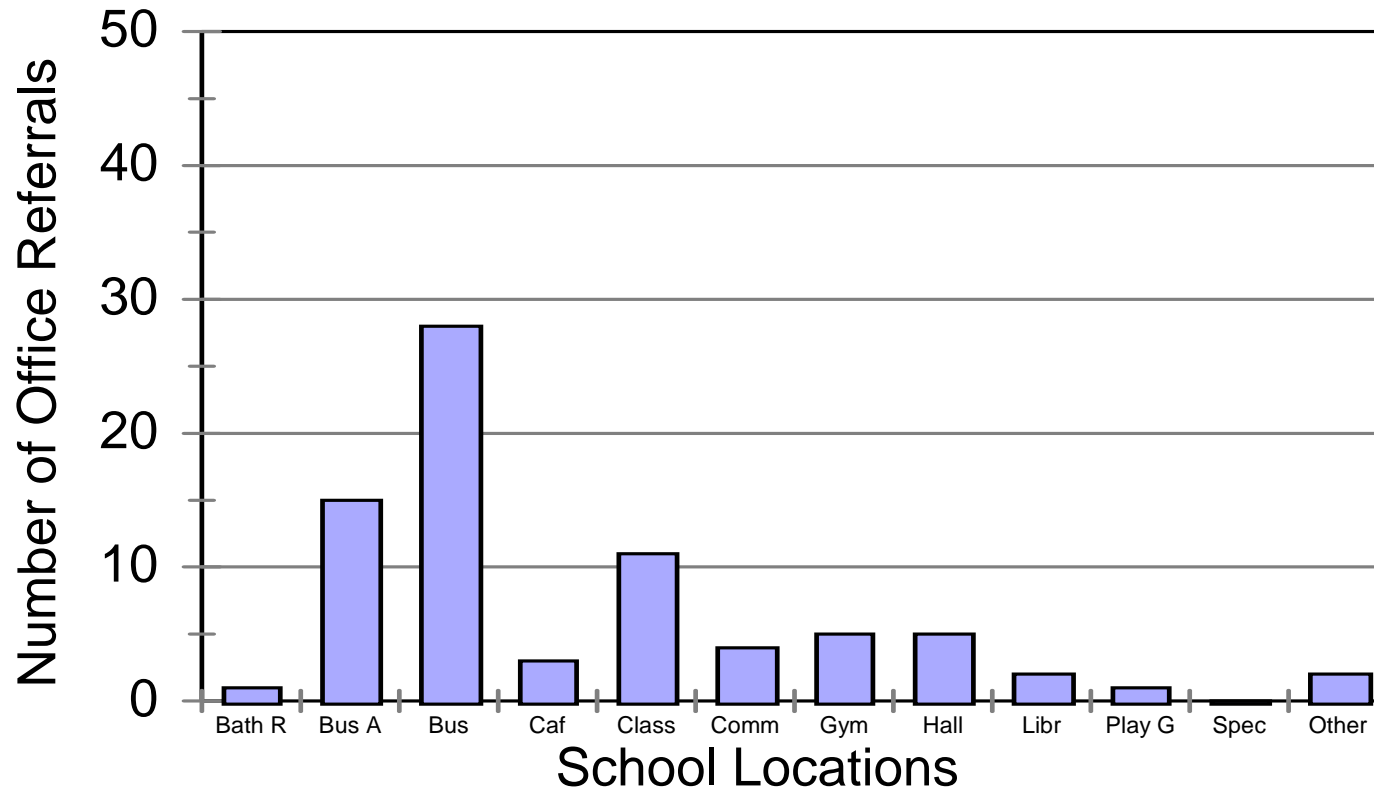
Referrals per Student
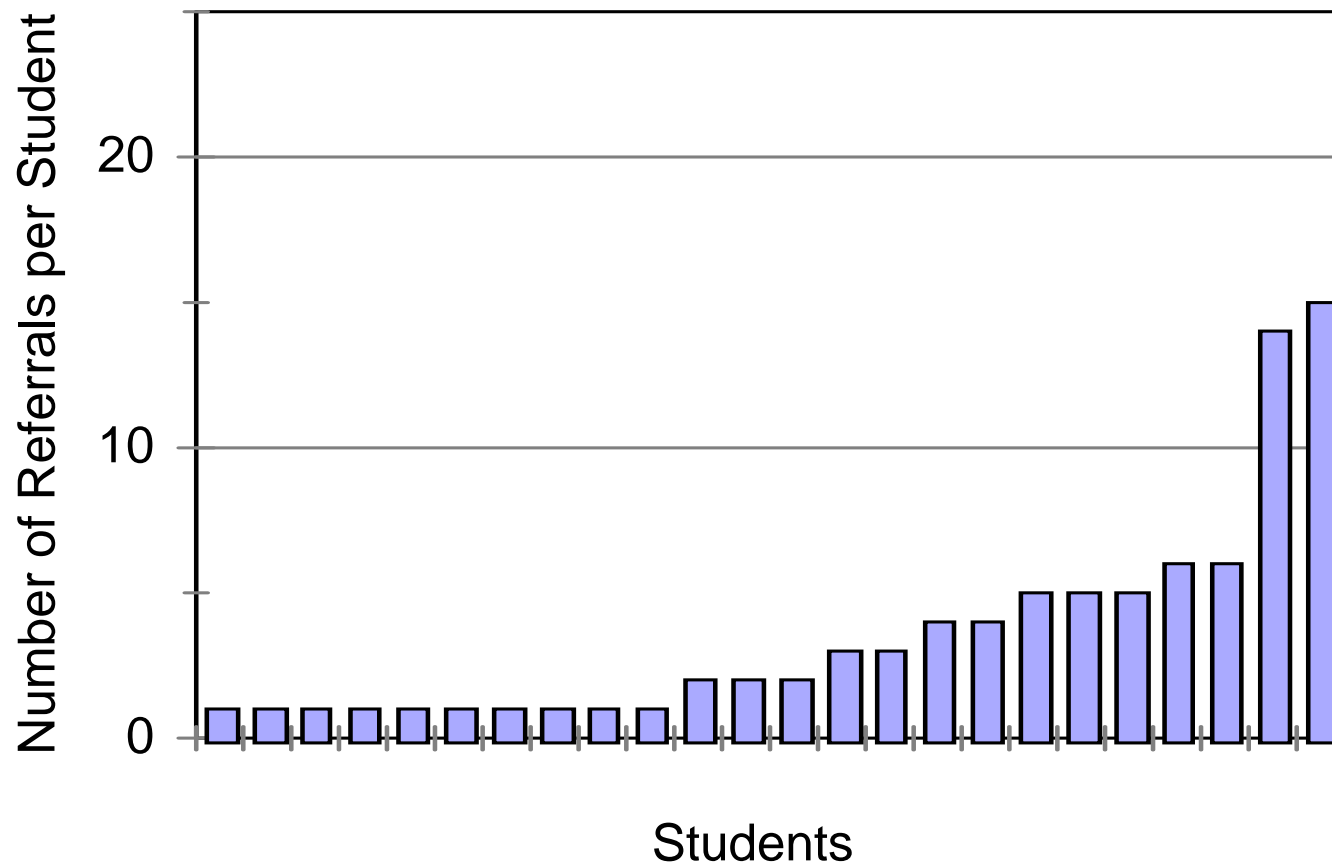
Referrals by Time of Day

Referrals by Time of Day
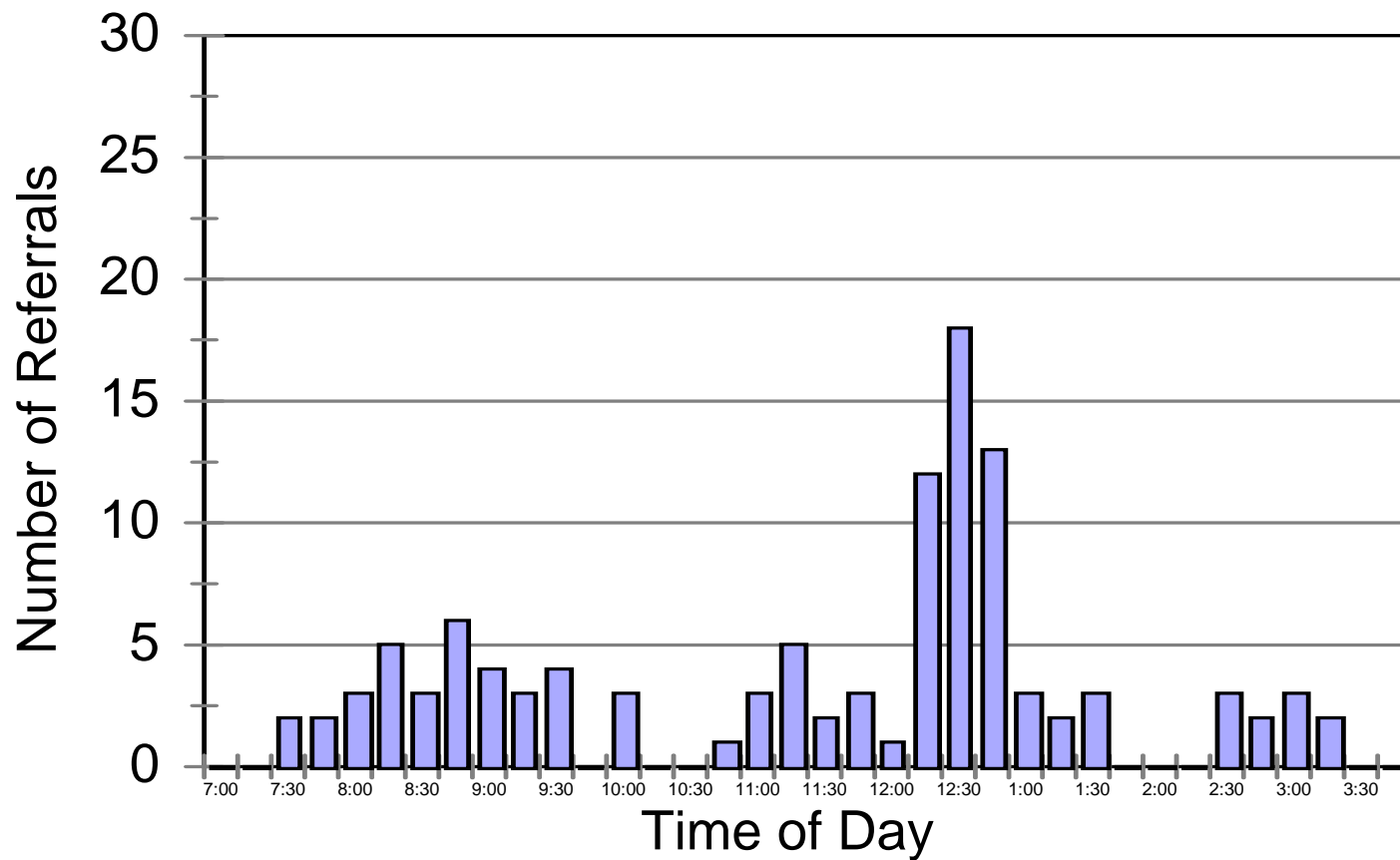
Office Discipline Referrals

- Definition
  - Kid-Teacher-Administrator interaction
  - Underestimation of actual behavior

- Improving usefulness & value
  - Clear, mutually exclusive, exhaustive definitions
  - Distinction between office v. classroom managed
  - Continuum of behavior support
  - Positive school-wide foundations
  - W/in school comparisons

School-wide Positive Behavior Support Systems

Classroom Setting Systems

Nonclassroom Setting Systems

Individual Student Systems

School-wide Systems

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions
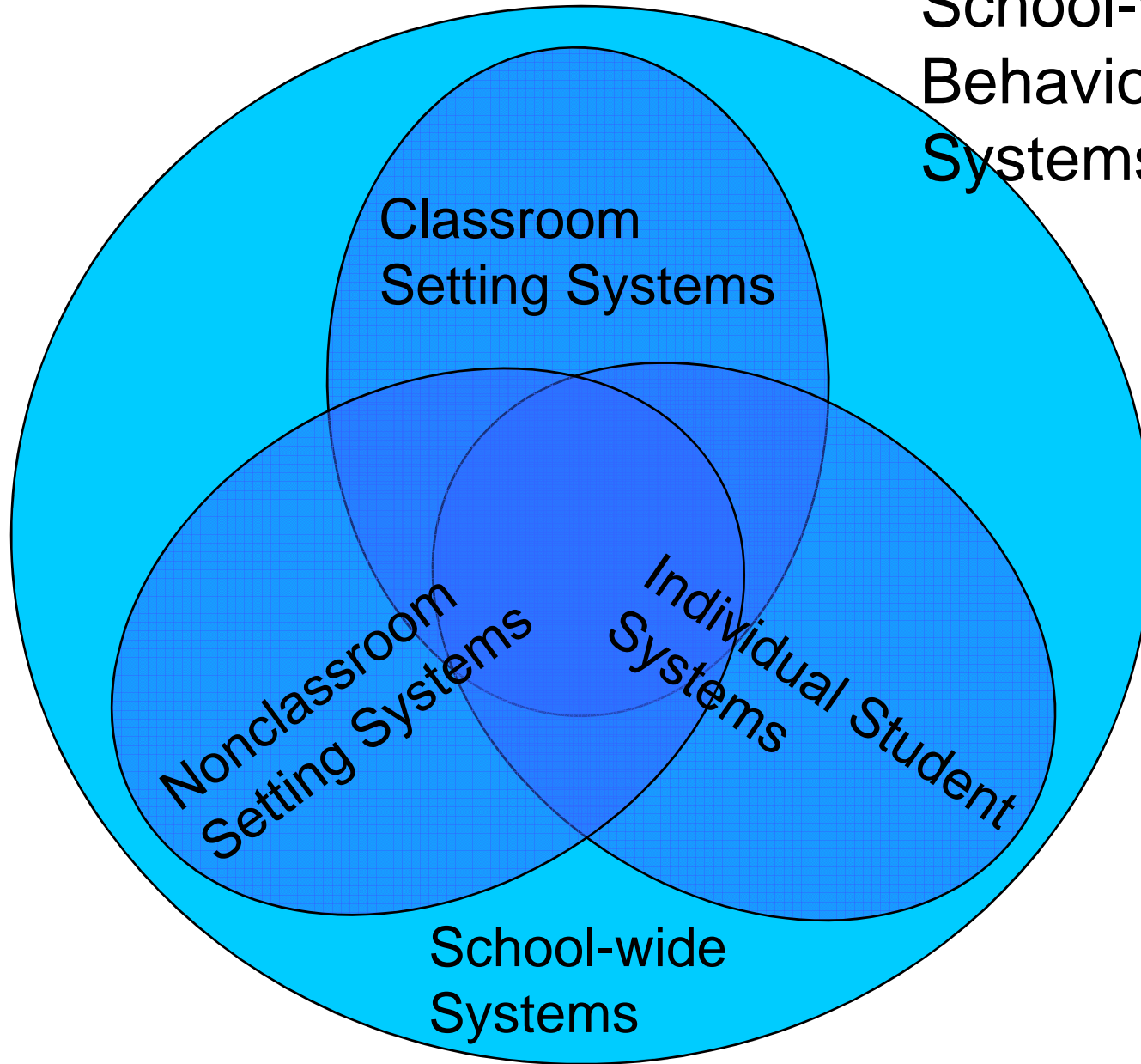
Classroom
Setting Systems

- Classroom-wide positive expectations taught & encouraged

- Teaching classroom routines & cues taught & encouraged

- Ratio of 6-8 positive to 1 negative adult-student interaction

- Active supervision

- Redirections for minor, infrequent behavior errors

- Frequent precorrections for chronic errors

- Effective academic instruction & curriculum

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Nonclassroom
Setting Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
  - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**

Individual Student Systems

- Behavioral competence at school & district levels

- Function-based behavior support planning

- Team- & data-based decision making

- Comprehensive person-centered planning & wraparound processes

- Targeted social skills & self-management instruction

- Individualized instructional & curricular accommodations

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

School-wide Systems

1. Common purpose & approach to discipline

2. Clear set of positive expectations & behaviors

3. Procedures for teaching expected behavior

4. Continuum of procedures for encouraging expected behavior

5. Continuum of procedures for discouraging inappropriate behavior

6. Procedures for on-going monitoring & evaluation

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Few positive SW expectations defined, taught, & encouraged

Expectations & behavioral skills are taught & recognized in natural context

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

Teaching Matrix Activity

	Classroom	Lunchroom	Bus	Hallway	Assembly
Respect Others	• Use inside voice • _____	• Eat your own food • _____	• Stay in your seat • _____	• Stay to right • _____	• Arrive on time to speaker • _____
Respect Environment & Property	• Recycle paper • _____	• Return trays • _____	• Keep feet on floor • _____	• Put trash in cans • _____	• Take litter with you • _____
Respect Yourself	• Do your best • _____	• Wash your hands • _____	• Be at stop on time • _____	• Use your words • _____	• Listen to speaker • _____
Respect Learning	• Have materials ready • _____	• Eat balanced diet • _____	• Go directly from bus to class • _____	• Go directly to class • _____	• Discuss topic in class w/ others • _____

RAH – at Adams City High School
(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

RAH – Athletics

RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
Respect	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive inter-actions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
Achievement	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
Honor	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.

P

Perseverance
Holding to a course
of action despite
obstacles

• Stay positive
• Set goals
• Learn from
mistakes

R

Respect
To show
consideration,
appreciation, and
acceptance

• Respect yourself
• Respect others
• Demonstrate
appropriate language
and behavior

I

Integrity
Adherence to an
agreed upon code
of behavior

• Be responsible
• Do your own work
• Be trustworthy
and trust others

D

Discipline
Managing ones
self to achieve
goals and meet
expectations

• Strive for
consistency
• Attend class
daily; be on time
• Meet deadlines;
do your homework

E

Excellence
Being of finest
or highest
quality

• Do your
personal best
• Exceed
minimum
expectations
• Inspire
excellence in
others

NEHS website, Oct. 26, 2004

Teaching Academics & Behaviors
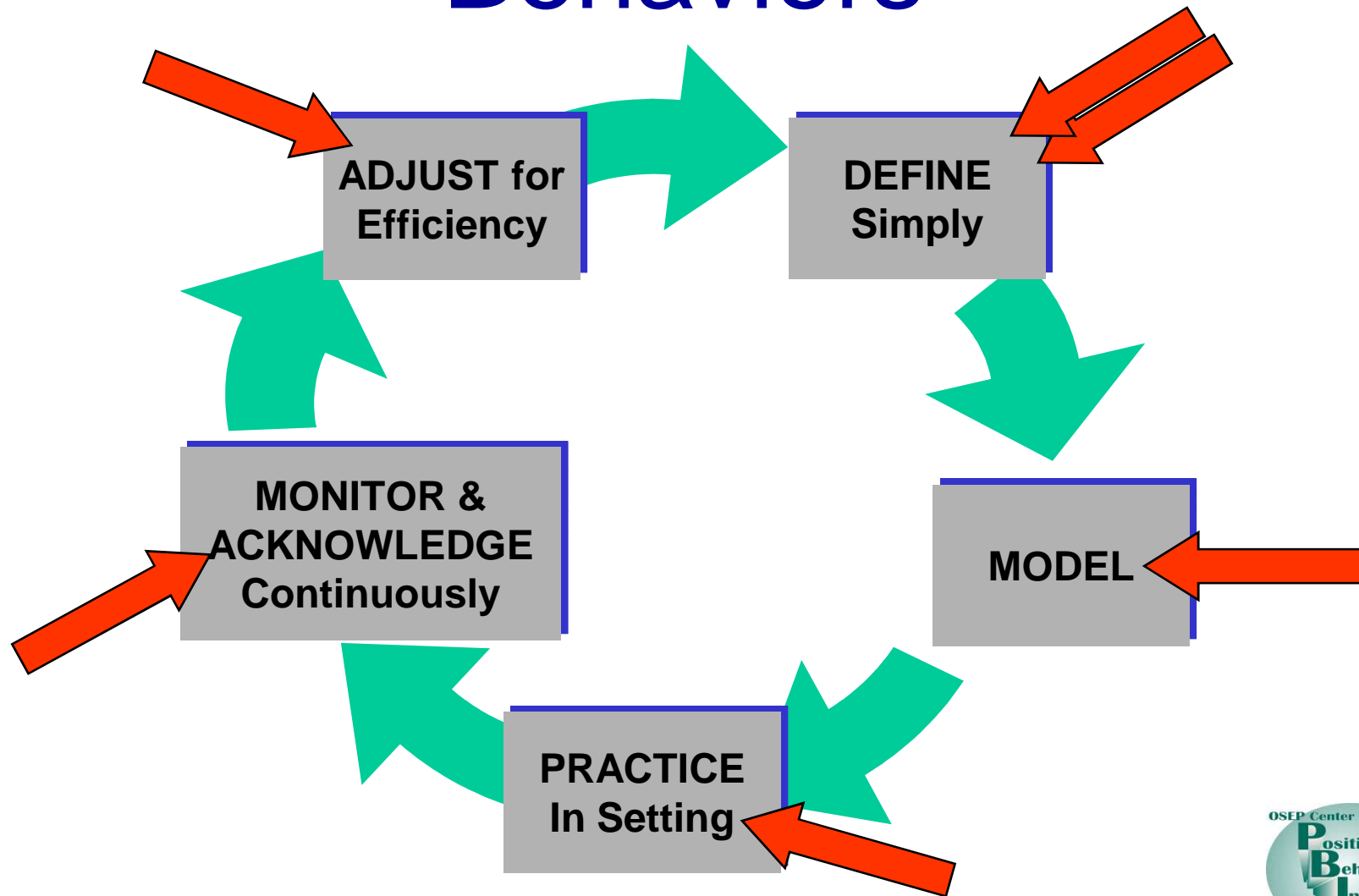
Acknowledging SW Expectations: Rationale

- To learn, humans require regular & frequent feedback on their actions

- Humans experience frequent feedback from others, self, & environment
  - Planned/unplanned
  - Desirable/undesirable

- W/o formal feedback to encourage desired behavior, other forms of feedback shape undesired behaviors

Acknowledge & Recognize

Are "Rewards" Dangerous?

"…our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances."

- Cameron, 2002
  - Cameron & Pierce, 1994, 2002
  - Cameron, Banko & Pierce, 2001
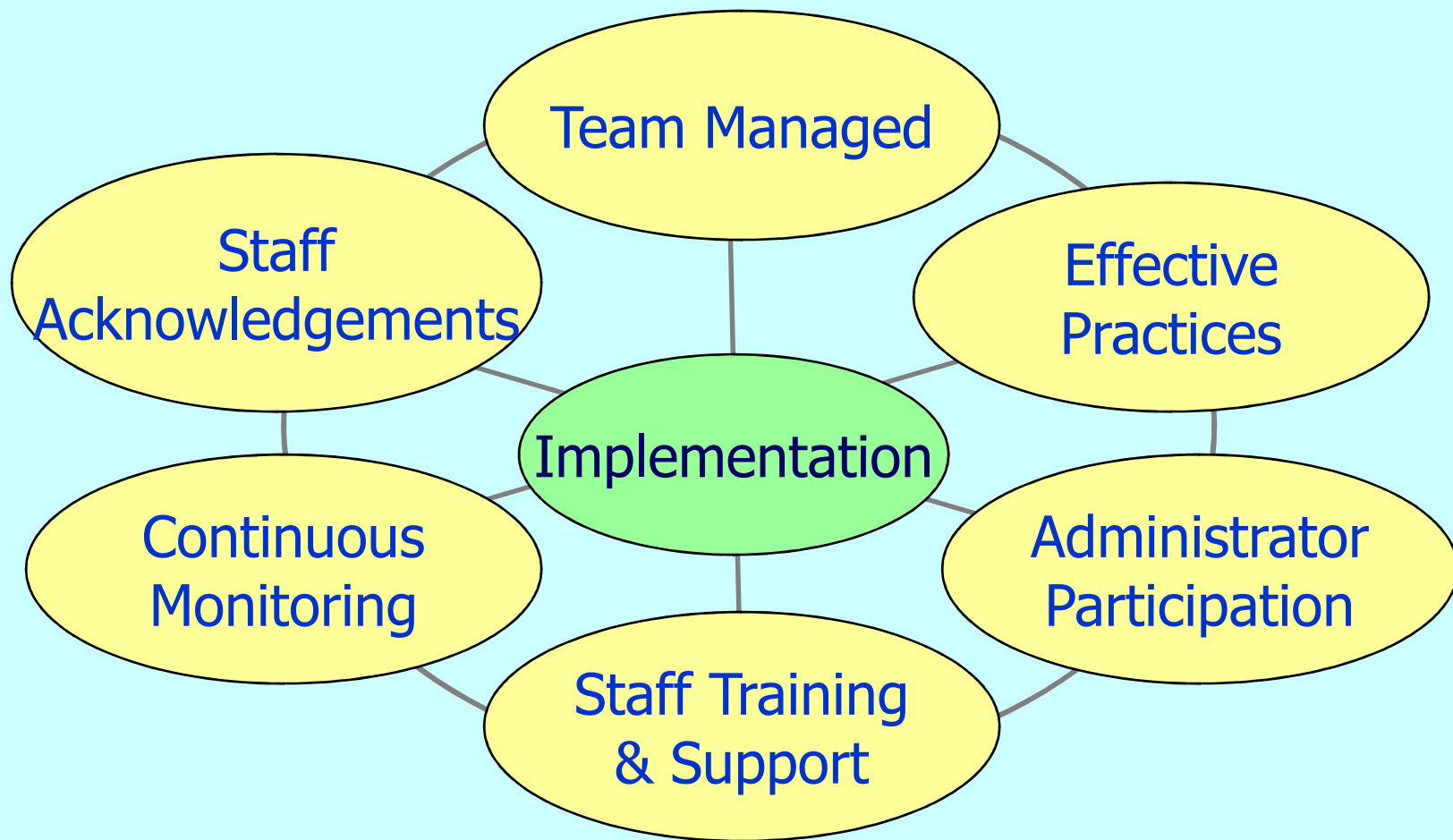
OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

"80% Rule"

- Apply triangle to adult behavior!

- Regularly acknowledge staff behavior

- Individualized intervention for nonresponders

  – Administrative responsibility

Sustaining Adult Behavior

- Start w/ effective & relevant practice

- Teach skill to fluency

- Provide overt prompts/assists

- Reinforce/acknowledge participation

- Celebrate outcomes

- Modify for efficiency/effectiveness
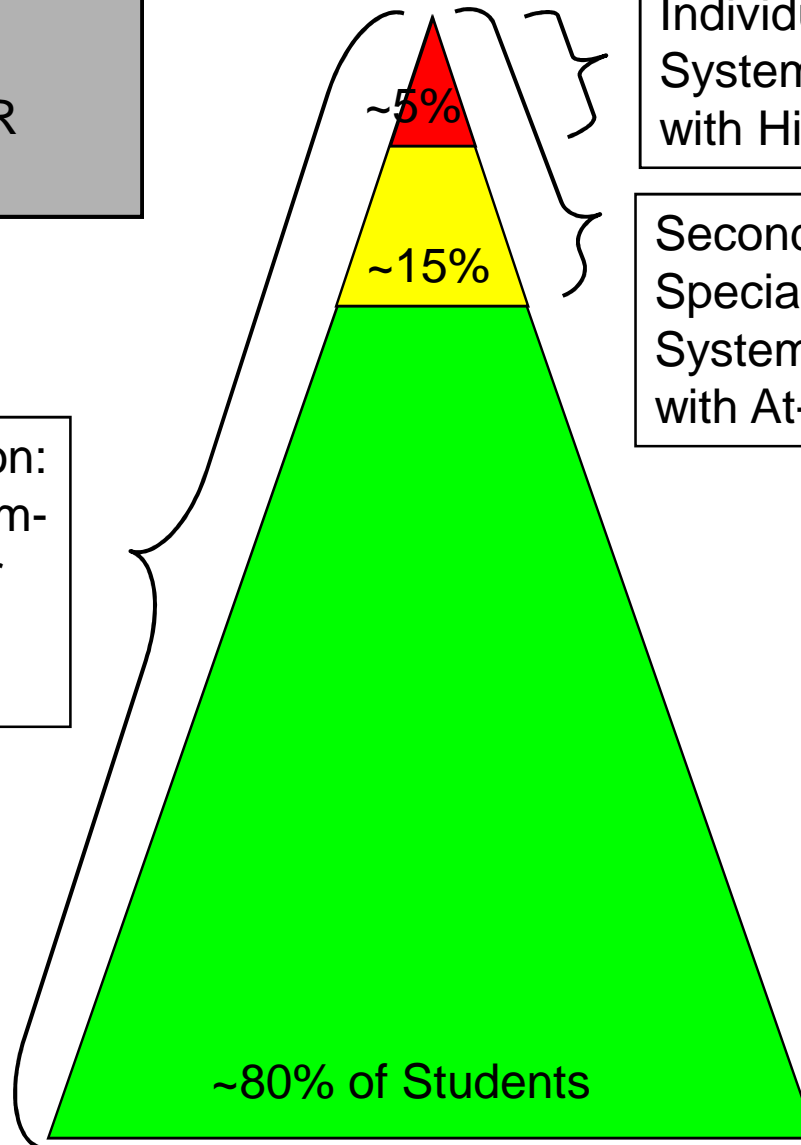
FRMS Total Office Discipline Referrals
Sustained Impact

"Mom, Dad, Auntie, & Jason"

In a school where over 45% of 400 elem. students receive free-reduced lunch, >750 family members attended Family Fun Night.

I like workin' at school

After implementing SW-PBS, Principal at Jesse Bobo Elementary reports that teacher absences dropped from 414 (2002-2003) to 263 (2003-2004).

"She can read!"

With minutes reclaimed from improvements in proactive SW discipline, elementary school invests in improving school-wide literacy.

Result: >85% of students in 3rd grade are reading at/above grade level.

ODR Admin. Benefit
Springfield MS, MD

2001-2002   2277

2002-2003   <u>1322</u>

$= 955$ 42% improvement

$= 14{,}325$ min. @15 min.

$= 238.75$ hrs

$= 40$ days Admin. time

ODR Instruc. Benefit
Springfield MS, MD

2001-2002   2277

2002-2003   1322

= 955 42% improvement

= 42,975 min. @ 45 min.

= 716.25 hrs

= 119 days Instruc. time

Behavior Support Elements

*Response class
*Routine analysis
*Hypothesis statement
*Function

Problem
Behavior

Functional
Assessment

*Alternative behaviors
*Competing behavior analysis
*Contextual fit
*Strengths, preferences, & lifestyle outcomes
*Evidence-based interventions

Intervention
& Support
Plan

*Implementation support
*Data plan

*Continuous improvement
*Sustainability plan

Fidelity of
Implementation

Impact on
Behavior &
Lifestyle

- Team-based
- Behavior competence

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

What does SWPBS have to do with Responsiveness-to-Intervention?

What is RtI?

EVIDENCE-BASED
INTERVENTIONS

DATA-BASED
DECISION MAKING &
PROBLEM SOLVING

STUDENT
PERFORMANCE

CONTINUOUS
PROGRESS MONITORING

RtI Logic

Modify & specialize for non-responders

Teach w/ best curriculum & instruction

Screen universally & frequently

Intervene early at all levels

Use student behavior as progress indicator

RtI: Good "IDEA" Policy

- Approach to increase efficiency, accountability, & impact

- **NOT** program, curriculum, strategy, intervention

- **NOT** limited to special education

- **NOT** new

  - Problem solving process

  - Diagnostic-prescriptive teaching

  - Curriculum based assessment

  - Precision teaching

  - Pre-referral interventions
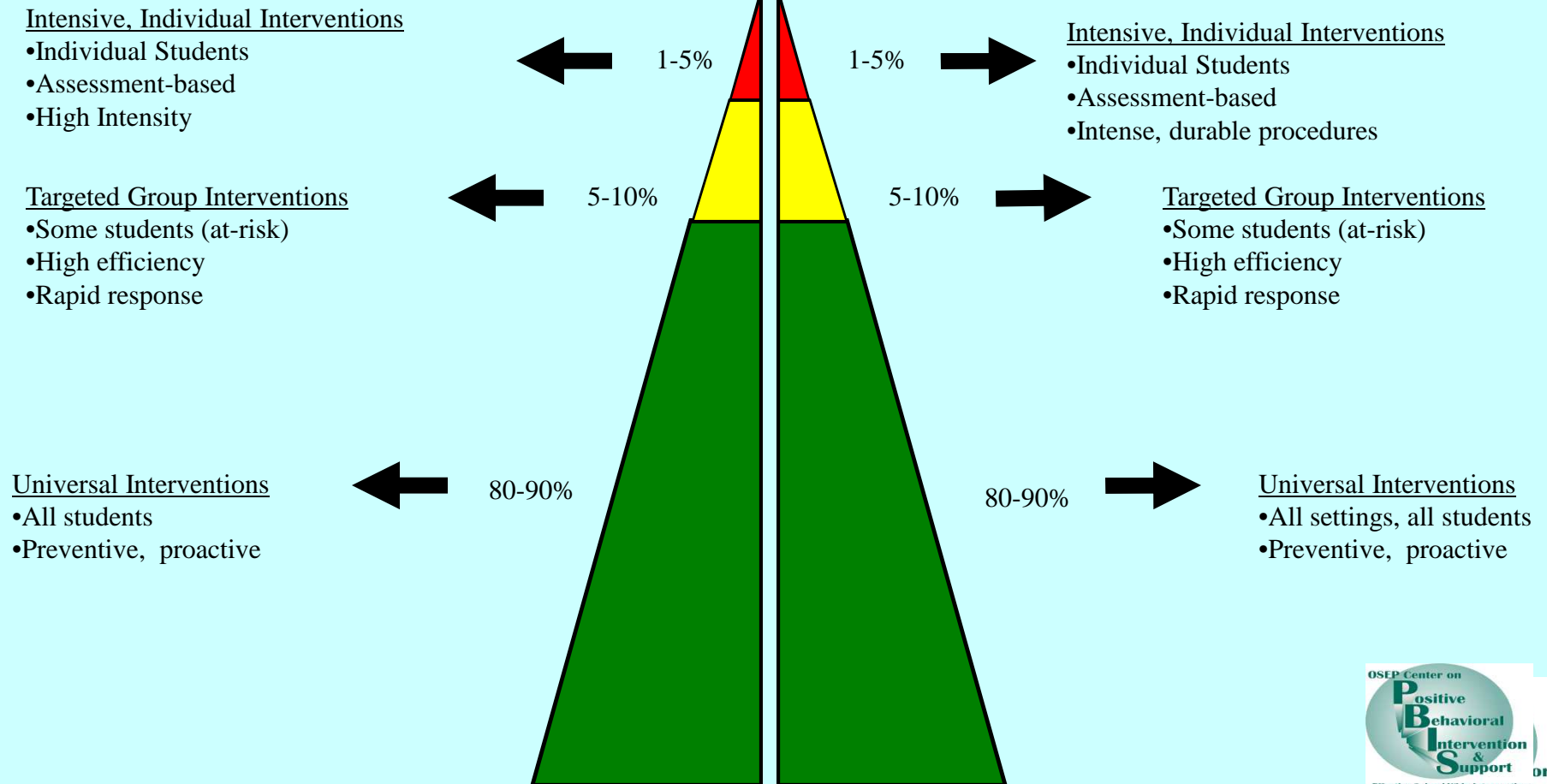
  - Applied behavior analysis

RtI Applications

	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title 1, school psychologist, etc.	General educator, special educator, behavior specialist, Title 1, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, ODR, record review, gating
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching, attendance
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers

Designing School-Wide Systems
for Student Success

Academic Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All students
•Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Interventions
•All settings, all students
•Preventive, proactive

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

What's it gonna take to sustain & expand accurate implementation of SWPBS?

PBS Systems Implementation Logic

Funding

Visibility

Political Support

Leadership Team

Active Coordination

Training

Coaching

Evaluation

Local School Teams/Demonstrations
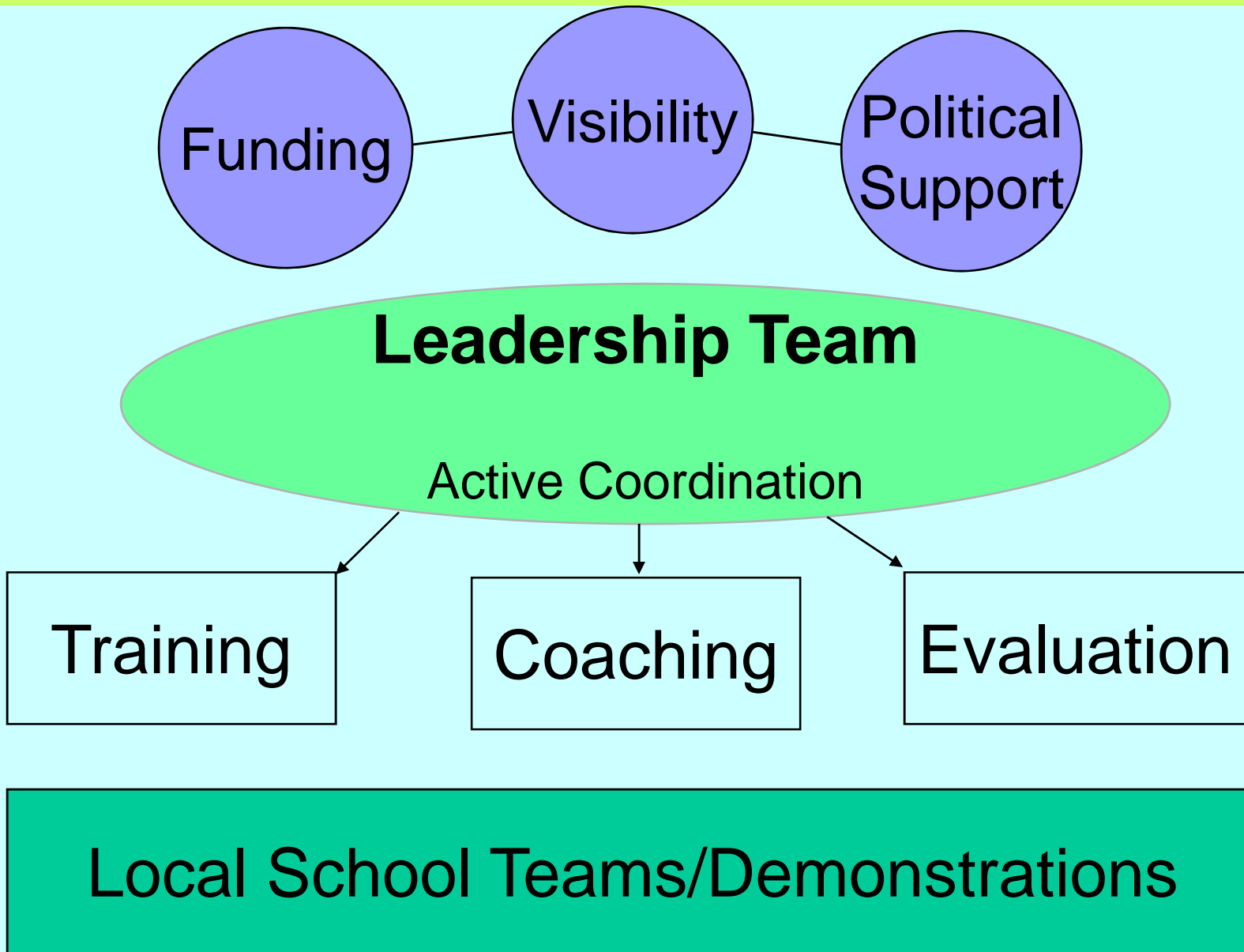
BIG PICTURE: SWPBS effort is about….

- Improving general classroom & school climate & community relations

- Decreasing dependence on reactive disciplinary practices

- Maximizing impact of instruction to affect academic achievement

- Improving behavioral supports for students with emotional & behavioral challenges

- Improving efficiency of behavior related initiatives

PBIS Messages

- Measurable & justifiable outcomes

- On-going data-based decision making

- Evidence-based practices

- Systems ensuring durable, high fidelity of implementation